

Action Items for Turning Around Chronically Low-Performing Schools

1. Use overview to introduce the four key recommendations for Turning Around Chronically Low-Performing Schools: Improved Leadership, Improving Instruction, Quick Wins, and Committed Staff. Use the “Quick Write” activity to have participants reflect and then share reflections with an appointment clock partner. (Slide #9)
2. Identify the critical components of a turnaround process. (Slide #12)
3. Introduce video and direct participants to the Two Column Chart for Improved Leadership. Explain that as they watch the video, they should write any “big ideas” for improving leadership in the left-hand column, under “Methods to Signal Change.” Then, in the right-hand column, under “Actions to Support the Method,” they can write any specific ways that big idea method can be implemented in their school. (Slide #13)
4. Use “Venn Diagram” activity for participants to work in groups to compare and contrast the turnaround efforts of Dr. Sanford and Ms. Elder. Once finished, have participants share out and then add information to their Two Column Chart for Improved Leadership. (Slide *#18)
5. Use the “What’s Our Vision?” jigsaw activity for participants to study definitions of mission, vision, principles, and goals, as well as a section of the Waterford High School New Teacher Orientation Manual. Share assigned sections in jigsaw groups. (Slide #21)
6. Use “Rethinking What We Are About” activity and handout for participants to determine if their school’s mission, vision, principles, and goals are clear, or if they need to be redefined. (Slide #23)
7. Preview various tools on this topic available on the DWW website, including the planning templates for district and schools, the principal self reflection, and the leadership needs assessment. Complete at least one of the templates, depending on your role and site needs. (Slide #24)
8. Introduce video and direct participants to write the following big ideas on a big sticky note (one for each idea): Schoolwide Implementation, Matching Practices to Student Need, Narrow the Focus, and Student Learning. Explain to participants that as they watch the video, they should add any additional information on the sticky note that they would like to remember for that topic. Have participants use appointment clock partners to double up and form groups of four. Within their groups, they should use the questions on the slide to reflect on the video interview they just viewed. (Slides #28-#29)
9. Introduce video and direct participants to add ideas to their Principal Support Column on their Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page handout by writing down any specific examples of what the principal can do to support instruction (Slide #30)
10. Direct participants to pair-share with their shoulder partner how they might incorporate the five step questioning method into their classrooms. (Slide #37)

11. Introduce video. Direct participants to turn to the Powerpoint slide in their notes that lists the effective instructional techniques. Explain that as they watch the video, they should take notes on the effective instructional techniques that they see Mr. Frey incorporate into the classroom. Have participants turn to the Video Reflection Handout (Handout 30). Then, direct participants to meet with appointment clock partners to double up and form groups of four. Within their groups, they should use the questions on the handout and their “talking chips” (candy) to reflect on the video interview they just viewed. (Slide #38)
12. Direct participants to the Establishing Norms Self Assessment. Assemble participants in grade level or department level teams to work through the self-assessment. Give participants time to reflect and discuss. Where are they strong? In what areas do they need to take action to improve? (Slide #40)
13. Participants should meet with appointment clock partners to practice the Whiteboard Routine. When they are finished, they should discuss how they might incorporate this routine in to their own classrooms and content area. (Slide #41)
14. Have participants use appointment clock partners to double up and form groups of four. Within their groups they should use the questions on the slide to reflect on the video interview they just viewed. (Slide #44)
15. Preview various tools on this topic available on the DWW website, including the planning templates for district and schools, the principal self reflection, and the leadership needs assessment. Complete at least one of the templates, depending on your role and site needs. (Slide #45)
16. Direct participants to turn to their Maintaining a Consistent Focus on Improving Instruction Notes and Ideas Page and narrow all they’ve written down to two ideas or practices that they would like to implement immediately. From there, they should determine what actions they will need to take for implementation to occur. (Slide #46)
17. Use the “Parallelogram Summary” to have participants summarize the key ideas of the video. (Slide #49)
18. Introduce video and direct participants to the Quick Wins Idea Sheet. As they watch the videos, they should write any supporting reasons why quick wins are so important in the “Rationale for Quick Wins” box. Then, in the “Quick Wins Ideas” box, they should write as many ideas as possible for different types of quick wins that can be implemented. (Slides #50-52))
19. Preview various tools on this topic available on the DWW website, including the quick wins observation tool, and the planning template for quick wins. Complete at least one of the templates, depending on your role and site needs. (Slide #53)
20. Direct participants to write one identified action for quick wins that they would like to implement at their school or site on a sticky note. Then, have participants complete a quick “whip around” at their table groups. (Slide #54)
21. Use the Super Sentences activity to have students write a summary statement of the media overview. Then, have participants write reactions to the overview on their Three Column Notes page (Slide #57).

- Which of the action items above will you use with the school you support? Please provide a detailed description of your plans for implementing the action item(s) and the impact you think it will have on students.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

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